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In 1967, the New York Board of Education added a program on Family Living designed for school students from the pre-kindergarten level to the senior level in high school. Tables are used to establish year-by-year concepts to be explored, learning activities to be followed, and general course content relating to the basic concept. In addition, there are lists of audio-visual materials approved for use at specific grade levels, text materials to be used at designated grade levels, and approved supplementary books suggested for pilot instruction in the sex education program at designated grade levels. (CJ)

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FAMILY LIVING

including

Sex Education

ED024978

Preliminary Edition

CG003 142

Board of Education of the City of New York

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T A B L E O F C O N T E N T S

	Page No.
INTRODUCTION	i
ACKNOWLEDGMENTS	ii
SUGGESTIONS TO TEACHERS	vi
SCOPE AND SEQUENCE	1
CONTENT AND LEARNING ACTIVITIES RELATED TO THE CONCEPTS AND UNDERSTANDINGS	6
AUDIO-VISUAL MATERIALS APPROVED FOR PILOT INSTRUCTION IN SEX EDUCATION AT GRADE LEVELS DESIGNATED	65
TEXT MATERIALS APPROVED FOR PILOT INSTRUCTION IN SEX EDUCATION AT GRADE LEVELS DESIGNATED	68
SUPPLEMENTARY BOOKS APPROVED FOR PILOT INSTRUCTION IN SEX EDUCATION AT GRADE LEVELS DESIGNATED	71

INTRODUCTION

On April 19, 1967, a new curriculum area known as Family Living, Including Sex Education, was added to the program of New York City schools. It was on that date the Board of Education unanimously passed a resolution authorizing the preparation of "a suitable program of instruction for all pupils in appropriate grades in the area of Family Living." The resolution further stated, "This course of study shall include a sensitive presentation of the importance of understandings of sex as it relates to wholesome living, ethical, emotional and social maturity, as well as the reproductive process."

In approving the new curriculum, it was felt that the personal insights achieved by our youth through the knowledge and understandings flowing from a course in Family Living would promote their physical health, psychological well-being, and emotional stability. The aims of education would be further served by the support given to ethical values and sound interpersonal relations.

The point of view held by the Board of Education is consistent with action taken by nonpublic schools in this city and by other public schools throughout the country. The New York State Department of Education worked on the development of materials in the area during the summer of 1967; the United States Office of Education is giving full support to projects in Family Living, Including Sex Education.

This preliminary edition of the new curriculum has received support from professional groups, parent organizations, health agencies, representatives of local school boards, religious groups, college staffs, and civic associations. Many meetings have been held with these groups to evaluate concepts and content. The wholehearted appreciation of this office is extended to the representatives, listed in the Acknowledgments, for the tremendous support they have given to our program in Family Living, Including Sex Education.

With the development of the preliminary materials in this brochure, New York City schools are ready to initiate a concerted, organized, sensitive approach to instruction. This instruction will be preceded by adequate teacher and supervisor training and the involvement of parents and the community. In line with decentralization, responsibility for the implementation rests with the district superintendents.

As Superintendent of Schools, I ask the staff to use to the maximum the potential offered by this new curriculum. Here is your opportunity to build in our pupils the ethical values, the sound knowledge, and the social and emotional stability they need without infringing on those areas that are not within the prerogative of the school.

Bernard E. Donovan
Superintendent of Schools

July, 1967

A C K N O W L E D G M E N T S

This publication was prepared under the direction of Acting Deputy Superintendent Helene M. Lloyd, Office of Curriculum, at the request of Doctor Bernard E. Donovan, Superintendent of Schools. Preparation of the material was undertaken as a result of a resolution unanimously approved by the Board of Education on April 19, 1967. Special recognition for introducing the resolution and for supporting the development of curriculum in the area is given to Mrs. Rose Shapiro, Vice-President of the Board of Education.

Appreciation is also extended to Assistant Superintendent William H. Bristow, Bureau of Curriculum Development, for his guidance in the development of this curriculum.

Special commendation is given to the working committee responsible for production: co-chairmen, Dr. Edith Clarke, Office of Curriculum, and Abraham Marten, Assistant Director, Bureau of Health Education; committee members - Eleanor Capson, Assistant Principal, JHS 211K; Xenia F. Fane, Assistant Director, Bureau of Home Economics; Mary Fitzgerald, Acting Director, Bureau of Health Education; Marvin Greenstein, Acting Assistant Director, Bureau of Child Guidance; David Katz, Coordinator, Bureau of Curriculum Development; Alfred Leichtman, Coordinator, Bureau of Curriculum Development; Rita Lindquist, Acting Chairman of Home Economics, S. J. Tilden High School; Sidney Young, Assistant Principal, JHS 158Q.

During the development of this curriculum the tremendous resources of the Board of Education staff were used in many ways; i.e., as consultants, writers, evaluators of printed and audio-visual materials, subject specialists. The staff contributors were:

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Aline B. Auerbach, Parent Education Consultant, Bloom-

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ingdale Family Program.
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A C K N O W L E D G M E N T S (C O N T ' D.)

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Arthur D. Wright, Executive Director, Catholic Interracial Council.

SUGGESTIONS TO TEACHERS

This preliminary edition of the curriculum, Family Living, Including Sex Education, will be used in selected schools at all grade levels in the fall, 1967.

The materials in the brochure include a scope and sequence, content, learning activities, and recommended teaching aids. The sensitivity of the teacher to the possibilities for pupil growth inherent in the new curriculum and the teacher's rapport with the class are the keys to effective implementation.

Grade Placement

While careful thought and review have been given in relation to grade placement of the concepts suggested, it is important that the teacher select for instructional purposes those materials that fit the needs of the children in the group. The maturity levels of pupils, family backgrounds, pertinent questions, and other factors will cause variations in concepts taught even within a grade level in a particular school. It should also be understood that the materials in this brochure may serve as springboards to other topics of concern.

Time Allotments

The time allotted to the teaching of Family Living, Including Sex Education will vary according to grade level. In the early grades, instruction will be included in the science, health education, or social studies time allotments. Beginning in grades 5 and 6, more direct teaching will be initiated. Some teachers may prefer that this direct teaching be done in several 10-15 minute time blocks; other teachers may prefer one period of 40-45 minutes weekly or two 20-minute periods. In the junior and senior high schools, it is suggested that instruction be scheduled for one period per week. As this preliminary curriculum is used by teachers during the current year, the recommendations of teachers as to time allocations will be requested by the Office of Curriculum.

Teacher Assistance

Assistance in the implementation of this new curriculum will be provided by the principal and by the member of the district staff selected to serve as district coordinator. Filmstrips and books in the area will be available through the district office. Teachers should feel free to avail themselves of these resources.

Parent and Community Cooperation

The need for close cooperation with the parents of the pupils being instructed and with community people cannot be overemphasized. Suggestions for work in this area will be given by principals and by the district coordinator.

A Preliminary Curriculum

The contents of this brochure are to be regarded as preliminary materials. Plans are already under way to obtain reactions in the fall from staff and others concerning revisions needed. The cooperation of the staff during this introductory period is appreciated.

INTRODUCTORY COMMENTS

The following scope and sequence contains concepts and understandings for the teaching of sex education in the broad area of family living.

Instruction in sex education is to be articulated with learnings in science, health education, guidance, and home economics.

Teachers instructing pupils in the area of Family Living, Including Sex Education will be selected carefully and trained to provide necessary instruction within an ethical and moral framework. Cooperation will be maintained with parents and community people as the program develops. Modifications will be made in the light of evaluation.

It is understood that this scope and sequence is flexible and is to be adapted to meet the differences in age, in maturation, in background, and in other factors that influence children in a large urban community.

It should also be kept in mind that, for selected aspects of this curriculum, separate classes for boys and girls may be desirable, beginning at the fifth-grade level.

PREKINDERGARTEN Scope and Sequence	KINDERGARTEN Scope and Sequence
Recognizing that curiosity about oneself and others is natural.	Understanding that most kinds of animals, including human beings, begin their lives as eggs (ova).
Learning that all animals and people come into the world as babies.	Appreciating the fact that there is a growth process during gestation.
Understanding what parents do to prepare for birth of offspring.	Understanding the physical and social differences between girls and boys.
Understanding that animals care for their babies.	Understanding and learning to use correct terminology for body parts.
Understanding that our bodies are made up of many parts which have a specific terminology.	Understanding that babies are dependent upon older members of the family or other adults.
Recognizing that the parts of our body differ in appearance and in function.	Understanding that living things produce other living things of the same kind.
Understanding that girls always grow into women and boys always grow into men.	Becoming aware that animal babies grow from eggs inside or outside the body of the mother; understanding that human babies grow from eggs inside the mother's body.
Learning that baby animals and human babies grow from eggs (ova).	Appreciating the importance of other family members and the acceptance of new arrivals.
Appreciating the fact that older family members take care of younger family members, especially babies.	Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.
Appreciating the importance of other family members and the acceptance of new arrivals.	
Realizing that men and women marry as a result of love for each other and desire children as an expression of that love.	

GRADE 1 Scope and Sequence	GRADE 2 Scope and Sequence	GRADE 3 Scope and Sequence
Appreciating the fact that human babies need love, time, and care in order to grow and develop.	Developing an understanding of the future roles of girls and boys as parents.	Recognizing that successful family living embraces love and the sharing of effort and possessions for the common good.
Becoming aware of one's sex identity through clothing, general appearance, activities, and expectations.	Appreciating the importance of other family members and the acceptance of new arrivals.	Understanding the importance of maintaining cleanliness.
Realizing that men and women usually look, sound, and act differently.	Accepting the fact that parents have their own needs in the family; that parents are husband and wife to each other.	Appreciating the fact that girls and boys learn their future roles as mothers and fathers by helping in the home. (Social roles should be emphasized.)
Appreciating the roles of different members of the family, including the extended family.	Understanding and learning to use the correct terminology for body parts.	Understanding that fertilized eggs (ova) vary in the time needed to produce a new individual.
Appreciating the fact that an egg (ovum) from the mother and a sperm from the father unite to produce a baby.		Appreciating that animals vary in the number of offspring produced at a given time and in a lifetime.
Appreciating the importance of other family members and the acceptance of new arrivals.		Understanding and learning to use the correct terminology for body parts.
Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.		Understanding, at an elementary level, the meaning of friendship.
Understanding and learning to use the correct terminology for body parts.		

GRADE 4 Scope and Sequence	GRADE 5 Scope and Sequence	GRADE 6 Scope and Sequence
Recognizing that children of the same family are different from each other.	Understanding the body changes at the preadolescent period.	Appreciating the influence of heredity on growth and development.
Accepting one's own sex identity.	Becoming aware that puberty initiates the physical changes leading to manhood and womanhood.* (Separate classes for boys and girls, where desirable.)	Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood. (Separate classes for boys and girls, where desirable.)
Recognizing that animals vary in the amount of parental care they give to their offspring.	Understanding the influence of environment as a factor which affects growth.	Understanding that many problems in boy-girl relationships naturally grow out of unevenness in development.
Understanding that animals vary in the length of time during which they care for their offspring.	Learning to expect and handle intelligently emotional changes which accompany physical changes.	Understanding the increased nutritional needs which result from a maturing body.
Understanding and learning to use the correct terminology for body parts.	Appreciating the importance of hygienic habits during preadolescence.	Appreciating the need for a variety of social activities on the part of boys and girls.
	Recognizing that each member of the family is entitled to privacy and respect.	Understanding wholesome recreational outlets as a means for emotional release in relation to the natural changes that occur in puberty.
	Understanding the importance of responsible social behavior consistent with moral and ethical values.	Continuing to emphasize the importance of responsible social behavior consistent with moral and ethical values.
	Understanding the process of human fertilization, how the unborn baby grows, and how the baby is born.	Clarifying understandings relating to the process of human fertilization, how the unborn baby grows, and how the baby is born. (Stress scientific approach.)
	Understanding and learning to use the correct terminology for body parts.	Understanding and learning to use the correct terminology for body parts.

* Information in this area is taught in a framework of instruction associated with systems as a whole.

GRADE 7 Scope and Sequence	GRADE 8 Scope and Sequence	GRADE 9 Scope and Sequence
Understanding the influence of the endocrine system* on the appearance, body functions, and mental and emotional behavior of individuals.	Understanding at a more advanced level the influence of the endocrine system* on the appearance, body functions, and mental and emotional behavior of individuals.	Understanding the social, emotional, and physical factors which make up maturity.
Learning appropriate behavior in social activities between boys and girls.	Learning to get along in a harmonious fashion with members of one's own and the opposite sex.	Learning to channel adolescent tensions into a variety of constructive behaviors.
Appreciating the value of wholesome, coeducational activities for developing social maturity.	Appreciating the depth and significance of "crushes."	Learning to develop standards of self and mutual regulation in boy-girl relations, including problems of double standards.
Understanding the decision-making processes as they affect the family.	Appreciating the need for making personal decisions consistent with appropriate values and a philosophy of life.	Recognizing the need for dispelling misconceptions still existing about sex.
Understanding and learning to use the correct terminology for body parts.	Understanding the possible personal and social outcomes as well as the health hazards of indiscriminate relationships in any type of action with those of one's own or opposite sex.	Understanding the value of a variety of social activities and group situations in developing satisfactory interpersonal relationships.
	Appreciating that relationships in any type of action require social maturity and involve total responsibility for conditions that result.	Understanding one's own feelings and role in accepting or challenging the standards of one's peer group.
	Understanding the fact that an individual's characteristics are the product of his heredity and environment.	Understanding and learning to use the correct terminology for body parts.
	Understanding and learning to use the correct terminology for body parts.	Learning the resources available for help in meeting problems that may arise (clergy, family advisors, Department of Health, etc.).
* The endocrine system is taught in a framework of instruction associated with systems as a whole.	* The endocrine system is taught in a framework of instruction associated with systems as a whole.	

GRADE 10* Scope and Sequence	GRADE 11 Scope and Sequence	GRADE 12 Scope and Sequence
Understanding the regulatory function of the endocrine glands.**	Understanding the requisites of a successful marriage.	Understanding the social problems which affect the family. (Teacher recognizes that family patterns differ; therefore, actions differ. Topics must be presented with sensitivity.)
Increasing the understanding of the reproductive system.**	Understanding courtship and engagement as preparation for marriage.	Recognizing the need for concern about the human condition and family life in the community, nation, and world.
Learning to discern basic qualities in the opposite sex and to appreciate the complementary nature of male and female personalities.	Understanding the origin and values of social conventions and their relation to sex behavior.	Learning more about the availability of medical, community, and religious agencies for assistance with family planning or marriage counseling, where desired.
Understanding the details of prenatal care for mother and baby.	Understanding family structures in American and different cultures.	Understanding the physical and psychological factors in raising children.
Understanding the purpose of reproduction: for the species, for society, for the family, and for the individual.	Learning the resources available for help in maintaining a successful marriage (clergy, family advisors, Department of Health, family agencies, etc.).	Recognizing the economic, human, and psychological resources involved in maintaining the home and family life.
Understanding the problems and limitations of going steady, becoming engaged, etc., in adolescence.	Understanding and learning to use the correct terminology for body parts.	Understanding and learning to use the correct terminology for body parts.
Understanding and learning to use the correct terminology for body parts.		

* For those students who may leave school at the end of grade 10, it is suggested that the marriage aspects from grades 11-12 be taught in grade 10.

** The reproductive system is taught in a framework of instruction associated with systems as a whole.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN

Concept: Recognizing that curiosity about oneself and others is natural.

CONTENT	LEARNING ACTIVITIES
Why children like to look in mirrors. Ways all children are the same. Ways children may be different from each other. Parts of the body and their function: Mouth to eat and talk. Nose to smell. Feet to walk, etc. Care of body parts: Comb hair. Brush teeth. Wear shoes. Bathing and toileting, etc.	1. Compare differences in appearance of self and buddy. 2. Discuss body functions which are the same for all people; i.e., eating, sleeping, bathing, walking. 3. Have students cover eyes and try to recognize the voice of one classmate. 4. Arrange class in circle and sing to tune of "Here We Go Round the Mulberry Bush," "This Is the Way We Comb Our Hair," " This Is the Way We Brush Our Teeth," "This Is the Way We Wash Our Hands."

Concept: Learning that all animals and people come into the world as babies.

CONTENT	LEARNING ACTIVITIES
All life comes from life. When people and animals are born, they come into the world as babies, human babies and animal babies. Babies develop from an egg (ovum). Babies are either male or female. Some eggs have shells; some do not. Some eggs are very tiny as compared with chicken's eggs.	1. Display pictures (commercially prepared, teacher prepared, children contributed) of parent dog and puppy, parent horse and colt, lion and cub, and adult and baby. 2. Display (in family corner) models (toys) of parent animals and babies in natural habitat. In addition to the human family and mammals, exhibit birds' nests and eggs and fish tank with eggs. 3. Plan a trip to a children's zoo to see new-born baby animals. 4. Cut out pictures of baby animals, under teacher guidance, and post on the class bulletin board.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

Concept: Understanding what parents do to prepare for the birth of offspring.

CONTENT	LEARNING ACTIVITIES
Some animals make nests that provide comfort and security for the eggs (ova). Some, like fish, drop their eggs into the water, where the eggs (ova) float about without any nest to protect them. The eggs of animals are protected by the parents. Conditions are made suitable for the birth of an animal's offspring. In the case of human beings, mothers usually receive medical assistance. People prepare for offspring by: Making arrangements for hospitalization. Obtaining necessary equipment, facilities, and supplies, such as crib, blanket, diapers, special food, and the like.	1. Have children build nests with strips of paper or drinking straws. 2. Arrange for visitation to other classes in the school that have fish eggs in a tank. 3. Have children speak to their parents regarding arrangements made before they were born and report to the class. 4. Have children collect and mount pictures of babies in beds, buggies, etc. 5. Discuss why mother may go to the hospital for birth of baby sister or brother. (This discussion also keeps child from feeling deserted as a result of the new sibling.)

Concept: Understanding that animals care for their babies.

CONTENT	LEARNING ACTIVITIES
Needs of baby animals: Food. Shelter. Protection from enemies. Love. Roles of mother and father animals in caring for young: Sometimes, as with humans, there are one-parent animal families. Some animal parents (in captivity) have been known to neglect their young (e.g., guppies), or show certain other hostility. Relationship between needs of young and amount of parental care.	1. Visit the local pet shop. 2. Observe white mice and hamsters kept in classroom cages. 3. Set up classroom aquaria with live-bearing tropical fish and with egg-laying tropical fish. 4. Ask children to describe their own pets at home. 5. View picture books dealing with animals and human mothers, fathers, and children.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

Concept: Understanding that our bodies are made up of many parts which have a specific terminology.
Recognizing that the parts of our body differ in appearance and function.

CONTENT	LEARNING ACTIVITIES
Parts of the body, including sex organs. Differences between boys and girls. Differences between children and adults. Differences between mothers and fathers.	1. Show pictures of boys and girls and discuss parts. 2. Use full-length mirror in classroom. 3. Look at picture books to discover differences between males and females.

Concept: Understanding that girls always grow into women and boys always grow into men.

CONTENT	LEARNING ACTIVITIES
Stages in growth and development: Baby - child - teenager - grown-up. Boys remain boys and grow up to be men. Girls remain girls and grow up to be women. How appearance changes. How responsibilities change. Why dressing up in older people's clothes is only a game, but growth takes time.	1. Draw pictures of boys, girls, men, women, and discuss. 2. Dress up in grown-up clothes and look into mirror to see whether child really looks like adult. 3. In housekeeping corner, act out mothers and fathers taking care of children.

Concept: Learning that baby animals and human babies grow from eggs (ova).

CONTENT	LEARNING ACTIVITIES
Examples of animals that grow from eggs outside of mother's body, as birds. Examples of animals that grow from eggs inside mother's body, as dogs, cats, bunnies. Human babies grow from eggs inside the mother's body.	1. Show hen's egg and picture of chicken sitting on a nest to hatch. 2. Show goldfish tank with eggs floating in it. 3. Weigh expectant hamster or white mouse weekly and note increase. After babies are born, weigh mother again.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

Concept: Appreciating the fact that older family members take care of younger family members, especially babies.

CONTENT	LEARNING ACTIVITIES
Care which children need from older people, as: mothers, fathers, grandparents, foster parents, aunts, uncles, older siblings, etc. Some families may even be one-parent families. Food for babies: Adjusted diet before baby has teeth. Foods which children eat to grow. Clothing for babies and children. Shelter and privacy for babies and children.	1. Care for baby dolls as older people care for real babies. 2. Discuss at snack time the importance of milk for growth. 3. Discuss the importance to health of wearing warm clothes in cold weather.

Concept: Appreciating the importance of other family members and the acceptance of new arrivals.

CONTENT	LEARNING ACTIVITIES
Accept home duties in order to share in responsibilities. Care for own toys, pets, books, and other possessions. Share possessions with other family members. Assist in the care of a new arrival. Regard the new arrival as a welcome member rather than a threat to one's position in the home. Cooperate in making other family members comfortable. Assume independent responsibilities for practicing health habits. Practice safety habits. Accept supervision from older family members (i.e., parent(s), older brothers and sisters, etc.). Use talents constructively.	1. View the film, "Black Bear Twins," on the approved list of the Bureau of Audio-Visual Aids. 2. Have children role-play assisting mother with care of the baby. Use a doll, diapers, wash basin, blankets, etc. 3. Have children tell what they do at home as family members. Examples include: care of toys; going to bed on time; assisting in the care of the family pet. 4. Refer to the classroom as a home away from home and have children share housekeeping responsibilities.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

Concept: Realizing that men and women marry as a result of love for each other and desire children as an expression of that love.

CONTENT	LEARNING ACTIVITIES
Men and women love each other and marry. This love is broadened and strengthened by their having children.	1. Have children act out a scene at the family dinner table, illustrating the love of parents for each other and their children. 2. View photographs of fathers, mothers, and children engaged in happy situations. 3. Read stories of happy family structures; i.e., "Goldilocks and the Three Bears."

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN

Concept: Understanding that most kinds of animals, including human beings, begin their lives as eggs (ova).

CONTENT

Dogs, mice, elephants, cats, snakes, birds, worms, fish, even whales, and all other animals start living as eggs, and so do human beings.
Some egg cells are very small, almost too little to be seen.
Each human egg cell is smaller than the tiniest dot the sharpest pencil can make.
Each egg cell is almost as round as a ball.

LEARNING ACTIVITIES

1. Arrange for children to visit a children's zoo in order to see an incubator with chick eggs.
2. Have children visit a neighborhood fish store to see roe.
3. Arrange for the class to look at a piece of string, a piece of tissue paper, and a dot made on a piece of paper. Then have the children look at each item with the aid of a powerful magnifying glass. Emphasize the fact that some things are so small that the naked eye cannot see them. Just as the pencil dot is small, some eggs are small.
4. Examine seeds and discuss the development of seeds into plants. Point out that seeds become plants under required conditions and eggs become animals.

Concept: Appreciating the fact that there is a growth process during gestation.

CONTENT

The growth process varies in length from animal to animal.
Dogs and cats require a longer growth process than chickens and hamsters.
The growth process for the elephant is very long. It is much longer than that of the human baby.

LEARNING ACTIVITIES

1. Purchase some tadpoles, mark the date of arrival on a large wall calendar, and have children observe the development of the tadpole.
2. Have children plant seeds and have them observe that growth takes place before the flower or vegetable develops. Compare the development of animals with that of plants.
3. Have children ask their parents about the development of hamsters, guinea pigs, dogs, cats, and elephants. Place responsibility for one animal upon each child. Have children report the results of their interview with parents, discussing the variation in length of time for the gestation period of various animals.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

Concept: Appreciating the fact that there is a growth process during gestation (cont'd.).

CONTENT	LEARNING ACTIVITIES
	4. Where hamsters, guinea pigs, white mice and rabbits reproduce in the classroom, arrange for children to weigh the animals before and after offsprings are born; compare results.

Concept: Understanding the physical and social differences between girls and boys.

CONTENT	LEARNING ACTIVITIES
Boys and girls differ physically in terms of sex organs. Socially, boys and girls at this age: Like companionship of peers. Find it difficult to share. Are satisfied, at times, to play next to rather than with other children. Take pleasure in dramatic play. Identify themselves as boys or girls. Play with dolls pretending they are babies. This interest is by no means restricted to girls.	1. Show children pictures of animals illustrating differences between sexes. Examples include: butterfly - the male is larger and more colorful; frogs - the female has four fingers and the male has a long second digit with a swollen thumb; lion - the male has a bushy mane. 2. Have girls prepare dolls for bed in the housekeeping corner. 3. Develop role-playing situations for emphasizing social differences. Examples include: men repairing the streets; mothers preparing children for school.

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
Names of various body parts. Individual privacy in regard to certain body parts.	1. Identify "baby language" when it occurs, and guide children in using correct names. 2. Discuss use of separate bathrooms for boys and girls in school and reasons. 3. Discuss wearing of underwear and reasons.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

Concept: Understanding that babies are dependent upon older members of the family or other adults.

CONTENT	LEARNING ACTIVITIES
Unlike other animals, babies are dependent upon parents for: Love. Shelter. Warmth. Nourishment. Body needs (bathing, etc.). Clothing. Medical attention. Exercise. Fresh air and sunshine. Young children should not lift or carry babies.	1. View the film, "Animals Growing Up," on the approved list of the Bureau of Audio-Visual Aids. 2. Invite a student from the upper grades who is a member of the traffic squad and have him tell the children why his job is important. 3. Arrange for girls to dramatize the washing and dressing of dolls. 4. Talk about what older members of the family do daily to make baby brothers or sisters comfortable. 5. Have children who have younger brothers and sisters tell the class how these younger children are unable to do things the older children can do. 6. Have children observe mother animals nursing new-born babies in the classroom. Have children note how soon infant rabbits, hamsters, guinea pigs are able to eat adult animal food. Ask children, "Do mothers nurse their babies? What is a bottle?"

Concept: Understanding that living things produce other living things of the same kind.

CONTENT	LEARNING ACTIVITIES
Robin eggs when hatched produce robins. Turtle eggs develop into turtles. Bean seeds grow into bean plants. Human eggs produce human babies. Living things begin as babies.	1. Plant seeds like lemon, or orange, or soaked lima beans, or fresh peas. Observe growing plants. Break open lima beans to show embryo plant, stored food, and protective coat of seed. 2. Look at picture books to discover other types of eggs (reptile, frog, duck, swan, etc.). 3. In spring of year, obtain frog or salamander eggs from local stream and park lakes and hatch in classroom aquaria.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

Concept: Understanding that living things produce other living things of the same kind (cont'd.)

CONTENT	LEARNING ACTIVITIES
	4. Show films, "Summer on the Farm " and "Birds of the Dooryard," on the approved list of the Bureau of Audio-Visual Aids. 5. Use record, "The Carrot Seed," on the approved list of the Bureau of Audio-Visual Aids. Then plant vegetable seeds allowing some to develop until seeds form again. If outdoor garden is not available, plant miniature vegetable seeds in window boxes or pots.

Concept: Becoming aware that animal babies grow from eggs (ova) inside or outside the body of the mother; understanding that human babies grow from eggs inside the mother's body.

CONTENT	LEARNING ACTIVITIES
How birds hatch eggs. How goldfish lay eggs. Live birth of puppies, white mice, etc. Growth of baby from egg until ready for birth. Pregnancy of mother during expectant period. Pregnancy -a period of growth and protection. Live birth of babies when mother goes to hospital.	1. Watch class goldfish tank to see whether fish have laid eggs; watch for hatching. 2. Draw dot with pencil and compare it with size of human egg (ovum). 3. Have children recall their experiences when mother went to the hospital for the birth of a baby.

Concept: Appreciating the importance of other family members and the acceptance of new arrivals.

CONTENT	LEARNING ACTIVITIES
Accept home duties in order to share responsibilities. Care for own possessions and those of others.	1. Have a child whose family has had a recent addition describe changes in the home that were necessary, including the responsibilities of the child himself.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

Concept: Appreciating the importance of other family members and the acceptance of new arrivals (cont'd.).

CONTENT	LEARNING ACTIVITIES
Accept the new arrival with love, tenderness, and care. Assume independent responsibilities. Respond to adult supervision. Recognize need to share love and attention of parents, relatives, and friends with new arrival. Recognize the need to share home and some belongings with new arrival.	2. Arrange for the class to welcome additions to the class (new admissions) as additions to the class family. 3. Have the children review class safety rules in order to understand the role of adults in supervision. 4. Plan to have children discuss pleasant occasions involving siblings. Examples include: brothers and sisters visiting the beach or amusement park.

Concept: Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.

CONTENT	LEARNING ACTIVITIES
Both grown-ups and children have the same basic needs but there are differences because of ages. Food. Clothing. Time to work. Time with others. Privacy. Love for others. Sleep. Fresh air. Friends. Recreation.	1. Discuss the importance of good behavior when children have to stay with a grandmother or babysitter. 2. Discuss some of the places parents might have to go when they are not with their children. 3. Play-act leaving child at school while parent goes to work.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ONE

Concept: Appreciating the fact that human babies need love, time, and care in order to grow and develop.

CONTENT	LEARNING ACTIVITIES
In order to grow and be happy, healthy and contented, human babies require: Parental love, care, and affection. Proper nourishment. Attention to toilet needs. Suitable clothing. Planned periods of rest and activity. Medical care. Protection.	1. View the film, "Baby Animals," on the approved list of the Bureau of Audio-Visual Aids and compare parental care of animals with human babies. 2. Show that a "piggy-back" ride by an older child is just as much a gesture of love as singing to an infant. 3. Have children bring to class pictures that demonstrate parental love. Examples include: visits to the doctor, family activities, etc. 4. Have children draw pictures using the theme, "A Happy Family " or "The Family's Good Time."

Concept: Becoming aware of one's sex identity through clothing, general appearance, activities, and expectations.

CONTENT	LEARNING ACTIVITIES
Re girls: They may choose between wearing dresses or slacks. They may wear ribbons. They give attention to hair style. They sometimes play with girls, though their interest is by no means restricted to girls. They usually play with dolls and engage in housekeeping activities and sewing. Re boys: They wear pants. They sometimes play with boys, though their interest is by no means restricted to boys. They are generally very active, almost in constant motion.	1. Have children "dress" for a class party. Compliment boys and girls for their attire. 2. Arrange for boys and girls to have a voice in the selection of activities for the physical activities period. 3. Visit a neighborhood clothing store and report on the types of clothing displayed for boys and girls in accordance with the season. 4. Make drawings of children active in the housekeeping corner.

CONTENT AND LEARNING ACTIVITIES RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ONE (CONT'D.)

Concept: Realizing that men and women usually look, sound, and act differently.

CONTENT	LEARNING ACTIVITIES
Differences in physical appearance of men and women. Differences in sounds of men and women: voice, footsteps. Differences in personality of men and women. Differences in actions of men and women. Differences in interests, clothing. Kinds of work men usually do. } Changing or overlapping Kinds of work women usually do. } roles in the family.	1. Talking about kinds of work men do and women do. 2. Play-act sounds and conversation of men and/or women talking in play house.

Concept: Appreciating the roles of different members of the family, including the extended family.

CONTENT	LEARNING ACTIVITIES
How each family member helps the family who lives in your house. Role in family. (This may differ where both parents work or the family is a one-parent family.) Household tasks. Discipline. Responsibilities in and out of home. Getting along with each other.	1. Play-act family roles using hand puppets. 2. Draw pictures of family activities.

Concept: Appreciating the fact that an egg (ovum) from the mother and a sperm from the father unite to produce a baby.

CONTENT	LEARNING ACTIVITIES
The mother has eggs inside her body. The father has sperm inside his body. When a sperm joins with an egg, the egg can grow into a baby.	1. Use model of a hen to show ovary and production of eggs inside mother's body. 2. Use example of hen's eggs bought for food to show that eggs do not develop into chicks without something added by the rooster.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ONE (CONT'D.)

Concept: Appreciating the fact that a fertilized egg (ovum) from the mother and a sperm from the father are needed to produce a baby (cont'd.).

CONTENT	LEARNING ACTIVITIES
	3. Obtain fertile eggs and incubate in classroom for 21 days, if possible. 4. Show photographs in <u>The Wonderful Egg</u> by G.W. Schloat, New York: Charles Scribner's Sons.

Concept: Appreciating the importance of other family members and the acceptance of new arrivals.

CONTENT	LEARNING ACTIVITIES
Share possessions with other family members. Assist older members of the family with the care involved in the new arrival. Regard new arrival as a member of the family worthy of love. Consider the common good as well as one's own interests.	1. View the film, "Children at Work and Play," on the approved list of the Bureau of Audio-Visual Aids. 2. Emphasize that sharing of books, paint brushes, and the like in class is done for everyone's welfare. 3. Arrange a "Big Brother or Big Sister Day" for the child whose family has a new arrival. Include in the celebration the responsibilities of the older child. 4. Have children draw pictures illustrating the older child and his baby brother or sister.

Concept: Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.

CONTENT	LEARNING ACTIVITIES
Both grown-ups and children have the same basic needs but there are differences because of age.	1. Use hand puppets to role-play grown-up conversation. 2. Discuss need of grown-ups for privacy; i.e., knocking on bedroom door, or not walking past curtain across room.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ONE (CONT'D.)

Concept: Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other (cont'd.).

CONTENT	LEARNING ACTIVITIES
Food. Clothing. Time to work. Time with each other as well as others. Privacy. Love for others. Sleep. Recreation. Fresh air. Friends.	3. Play telephone and as "grown-ups" call each other.

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
Names of parts and their functions.	1. Teach children the correct terminology if they use "baby" terms.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWO

Concept: Developing an understanding of the future roles of girls and boys as parents.

CONTENT	LEARNING ACTIVITIES
Recognize that mothers and fathers function for the common good of the family. Appreciate the roles of mothers and fathers in terms of: A home for the family. The provision of food. The provision of clothing. Care and love for all. Educational opportunities. Medical care. Cultural activities (theatre, museum, etc.). Leisure-time pursuits. Concern for others. Homemaking tasks - housekeeping, shopping, laundry, etc. Mutual respect. Safety. Supervision.	1. Develop role-playing situations demonstrating conflicts between parents and children and follow the role-playing with class discussion. 2. Have the class develop a cooperative picture book. One half of the book will illustrate things fathers do and the other half things mothers do. 3. Permit children to visit classes of the lower grades with the book described above in order to present information to younger children, thus reinforcing their own knowledge. 4. View the film, "Appreciating Our Parents," on the approved list of the Bureau of Audio-Visual Aids.

Concept: Appreciating the importance of other family members and the acceptance of new arrivals.

CONTENT	LEARNING ACTIVITIES
Cooperate in home responsibilities. Share possessions with other family members. Accept supervision from older family members graciously. Accept new arrival with love and affection. Share in the care and attention of new arrival.	1. View the film, "Let's Play Fair," on the approved list of the Bureau of Audio-Visual Aids. 2. Have the class invite prekindergarten children to class for a story period, and have the older children act as hosts and hostesses for the younger children. 3. Plan a role-playing situation using a doll as the baby, and designate children to serve as parents, older children (helpers), etc. 4. Have children cut out pictures from magazines illustrating care and attention of new arrivals. Have children interpret the pictures.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWO (CONT'D.)

Concept: Accepting the fact that parents have their own needs in the family; that parents are husband and wife to each other.

CONTENT	LEARNING ACTIVITY
Parents' special needs: Being with each other. Having privacy. Watching adult TV programs. Having time away from children.	1. Discuss need for sharing use of the TV so that adults are able to watch their favorite programs. 2. List things second graders can do in caring for younger brothers and sisters. 3. Tell experiences in staying with grandmothers or other adults when parents had to leave their children.

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITY
	1. Use correct terms when bathing dolls. 2. Use correct terms when answering questions children may ask.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE THREE

Concept: Recognizing that successful family living embraces love and the sharing of effort and possessions for the common good.

CONTENT	LEARNING ACTIVITIES
Sharing of personal belongings, family property and family experiences. Understanding family finances. Learning the use of money. Shopping experiences.	1. Develop situations for sharing in the classroom (paint materials, library books, etc.), and compare the classroom family to the family at home. 2. Show how committees serve the common good. (Care of class pet, etc.) Everyone enjoys the pleasure of the class pet. Compare this with pets and other items at home. 3. Plan a class party. Show that by sharing, the party can be made possible. Relate this to family sharing. 4. Arrange for all children having a birthday in a certain week to celebrate the day in class in order to emphasize sharing an experience with others. Designate responsibilities to members of the class to reinforce doing for others.

Concept: Understanding the importance of maintaining cleanliness.

CONTENT	LEARNING ACTIVITIES
Cleanliness contributes to good looks and comfort. Cleanliness keeps the skin healthy and protects against body odor. Cleanliness enhances one's personality.	1. Show the children a large picture of an unkempt child. Have them tell the class why they would not want this child as a friend. Emphasize that the child's appearance is not caused by poverty. 2. Have the children prepare an assembly program on the value of good grooming. 3. Have the children develop a good grooming and cleanliness bulletin board for the school corridor bulletin board. 4. Invite the nurse to the class to discuss cleanliness and grooming.

CONTENT AND LEARNING
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE THREE (CONT'D.)

Concept: Appreciating the fact that girls and boys learn their future roles as mothers and fathers by helping in the home. (Social roles should be emphasized.)

CONTENT	LEARNING ACTIVITIES
Ways boys and girls can help their parents: going to the store, taking out garbage, emptying waste baskets, putting away their own things, playing with the baby, etc.	1. Practice housekeeping tasks in housekeeping corner. 2. List the ways third graders can help their parents. 3. Make gifts which children can give to family members on birthdays. Examples: cover coffee can with Contact as storage box.

Concept: Understanding that fertilized eggs (ova) vary in the time needed to produce a new individual.

CONTENT	LEARNING ACTIVITIES
Some fertilized eggs develop for a short time before they are fully formed and ready for coming into the world. Some fertilized eggs develop for a long time before they are fully formed and ready for coming into the world (including humans).	1. Discuss the length of time for the egg of a chicken to develop. 2. Compare the time needed to produce a baby white mouse, hamster, elephant, and human baby. 3. Discuss the length of time for the human baby to be born in terms of seasons (spring, summer, fall, winter).

Concept: Appreciating that animals vary in the number of offspring produced at a given time and in a lifetime.

CONTENT	LEARNING ACTIVITIES
Some animal mothers have many babies at one time. Some animal mothers have only a few babies at a time. Human mothers usually have only one baby at a time.	1. Have children tell about pet litters (dogs and cats). 2. Visit the local zoo in springtime. 3. Have children tell about babies born in their own families. 4. Ask children to tell about birds' eggs and chicken eggs. 5. Read books dealing with animal litters. 6. View films, "Birds in Your Backyard," and "Live Colorful Birds," on the approved list of the Bureau of Audio-Visual Aids

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE THREE (CONT'D.)

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When children ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage students to use correct terminology at all times.

Concept: Understanding at an elementary level the meaning of friendship.

CONTENT	LEARNING ACTIVITIES
Qualities of true friendship. Values of true friendship. Extent to which friendships should govern actions.	1. Have students discuss "Why I Chose (Name) as My Best Friend." 2. Discuss the boundaries of friendship and why lying and stealing even to benefit a friend are not acceptable.

CONTENT AND LEARNING ACTIVITIES RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FOUR

Concept: Recognizing that children of the same family are different from each other.

CONTENT	LEARNING ACTIVITIES
Children of the same family differ in: Body build, height, weight, and appearance. Rate of growth. Health habits. Health. Intelligence. Ability. Personality. Social attributes. Aspirations. Desire for independence. Maturity. Ways of expressing pent-up emotions. Language. Neuromuscular competency. Interest. Character.	1. If there is a set of twins in class or if children know of twins, have them realize that even twins differ as personalities. 2. Have some children bring to class family pictures or snapshots and have these children describe differences in size, personality, interests, etc., to the rest of the class. 3. View the film, "Black Bear Twins," in the approved list of the Bureau of Audio-Visual Aids.

Concept: Accepting one's own sex identity.

CONTENT	LEARNING ACTIVITIES
Accepting the fact that one is a male or female. Improving one's appearance through good grooming. Developing masculine or feminine interests.	1. Encourage and develop the social amenities. A boy brings a chair for a guest who enters the room. Girls serve the guest who comes to a class party. 2. View the film " Are Manners Important?" on the approved list of the Bureau of Audio-Visual Aids. 3. Discuss the development of hobbies suitable for boys or girls.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FOUR (CONT'D.)

Concept: Recognizing that animals vary in the amount of parental care they give to their offspring.

CONTENT	LEARNING ACTIVITIES
Some animal parents take just a little care of their offspring. Some animal parents take much care of their offspring. Human parents take most care of their children.	1. Have children relate experiences with dogs and cats and other pets. 2. Encourage children to discuss human babies and their care.

Concept: Understanding that animals vary in the length of time during which they care for their offspring.

CONTENT	LEARNING ACTIVITIES
Some animal parents take care of their offspring for only a short time. Some animal parents take care of their offspring for a long time. Human parents take care of their children for the longest time.	1. Ask children to relate farm or zoo experiences. 2. Show films, "Stickleback," and "Life History of the Frog," on the approved list of the Bureau of Audio-Visual Aids.

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When children ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage students to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE

Concept: Understanding the body changes at the preadolescent period.

CONTENT	LEARNING ACTIVITIES
Individuals vary in the rate of growth. This is no reflection on one's femininity or masculinity. Changes are occurring in the male and female reproductive systems, though at this age there are no outward signs. Girls are at the onset of menstruation. Boys are at the onset of nocturnal emissions. Note re following entry: Materials of this type are good for parent workshops. The following behavioral manifestations are sometimes evident among individual children: General misbehavior. Rebellion against adults; quarreling. Sloppy appearance and work habits. Tendency to tease. Dallying and lateness. Lack of attention. Inability to remain still for long. Lack of attention to grooming.	1. Review body changes in the animal world: the cocoon and the insect; the tadpole and the frog. 2. Have children make personal graphs on growth. Provide the height and weight information from the health cards. 3. View the film, "Growing Girls," on the approved list of the Bureau of Audio-Visual Aids. (For girls) 4. Invite the school doctor to discuss the physical changes in approaching puberty.

Concept: Becoming aware that puberty initiates the physical changes leading to manhood and womanhood. (Separate classes for boys and girls, where desirable. Information in this area is taught in a framework of instruction associated with systems as a whole.)

CONTENT	LEARNING ACTIVITIES
The onset of puberty varies with individuals. The major change which takes place at puberty is in the gonads themselves.	1. Have children describe to the class changes noted in older brothers and sisters. Boys' voices become deeper and they shave. Although a girl may be the same height as last year, last year's dress does not fit.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

Concept: Becoming aware that puberty initiates the physical changes leading to manhood and womanhood. (Separate classes for boys and girls, where desirable. Information in this area is taught in a framework of instruction associated with systems as a whole.)(cont'd.)

CONTENT	LEARNING ACTIVITIES
The testes begin to produce the male germ cells, or sperm. The ovaries begin to produce the female germ cells, or eggs. Voice becomes deeper in boys; body fills out; shoulders and chest broaden; beard begins to grow. The girl's body rounds out; hips become broader; breasts develop; menstruation begins; hair appears under the arms and in the pubic region. Girls reach puberty sooner than boys. The endocrine glands play an important role in pubertal changes. Changes occur in the sweat and oil glands.	2. View the films, "Boy to Man," "Girl to Woman," "Molly Grows Up," on the approved list of the Bureau of Audio-Visual Aids. 3. Read the chapter, "Becoming an Adult," in The Wonderful Story of You (Benjamin C. Gruenberg and Sidonie M. Gruenberg, Garden City, N.Y.: Garden City Books, 1960) and hold a class discussion.

Concept: Understanding the influence of environment as a factor which affects growth.

CONTENT	LEARNING ACTIVITIES
Environmental factors which play a part in determining the lines along which one grows and develops include: Living conditions. Health habits. Effects of illness. Nutrition. Outdoor exercise. Sleep.	1. Integrate with other curriculum areas such as social studies by referring to lack of nourishment in children of other countries and the effect on growth and longevity. 2. Have boys and girls do research on the training habits of athletes and report. (Older brothers, friends, etc., who may be college athletes or professional athletes.) 3. Have an alumnus, a junior or senior high school athlete, known to most of the children, speak to them on the value of outdoor exercise.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

Concept: Understanding the influence of environment as a factor which affects growth (cont'd.).

CONTENT	LEARNING ACTIVITIES
	4. Have boys and girls select activities such as push-ups (for boys) or sit-ups (for girls) and record their scores. Guided by the health coordinator, set up a physical fitness training program. Retest after two months and show the effect of exercise, training, etc., on growth.

Concept: Learning to expect and handle intelligently emotional changes which accompany physical changes.

CONTENT	LEARNING ACTIVITIES
Anticipating growth spurts. Recognizing that body changes are a normal and natural part of growing up. Realizing that occasional awkwardness is a normal, temporary stage of growth. Recognizing that one has to make adjustments based upon one's physical endowment.	1. Show how famous people were exceptional in one area but may not have been in another. (For example, Heifetz is a violinist, not an athlete; Pearl Buck is a writer, not a singer.) 2. Show how adults recognize their limits: the teacher who knows she cannot be a surgeon. Relate to recognition of limits by children. Have pupils interview adults and report. 3. Have a panel discussion on how to handle emotional outbursts. 4. Have children write a composition on the topic, "How I Can Control My Temper."

Concept: Appreciating the importance of hygienic habits during preadolescence.

CONTENT	LEARNING ACTIVITIES
For some boys and girls, preadolescence is a period of disorganization.	1. View the film, "Cleanliness and Health," on the approved list of the Bureau of Audio-Visual Aids.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

Concept: Appreciating the importance of hygienic habits during preadolescence (cont'd.)

CONTENT	LEARNING ACTIVITIES
A preadolescent may rebel at bedtime, at keeping clean, at wearing the kind of clothes a parent regards as suitable. Scolding or nagging an adolescent may make matters worse. Warmth, affection, and understanding by parents and teachers will give stability to the preadolescent. Support from adults will help him pass through the difficult years of preadolescence without too much strain or difficulty.	2. Invite the nurse to discuss acne and skin care with the class. 3. Have panel discussions on topics such as "Is a Good Night's Sleep Necessary?", "Why Is Cleanliness Important?" (Include body odor in the questions asked of the panel.)

Concept: Recognizing that each member of the family is entitled to privacy and respect.

CONTENT	LEARNING ACTIVITIES
Why acceptance and respect are important to every person. Functions which are considered private: bathing, dressing, etc. How children respect their parents' privacy: knocking at closed doors, not interrupting telephone conversation, etc. How parents respect their children's privacy: not opening mail, allowing them to speak to friends without interference, etc.	1. Discuss ways in which children respect the privacy of other family members. 2. Have students role-play situations in which the love shared in a family becomes apparent; e.g., How a Family Celebrates a Birthday Together. 3. Have a panel discussion on the topic, "Can a 10-Year-Old Both Rebel Against and Respect the Older Generation?"

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

Concept: Understanding the importance of responsible social behavior consistent with moral and ethical values.
Understanding the process of human fertilization, how the unborn baby grows, and how the baby is born.

CONTENT	LEARNING ACTIVITIES
Importance of moral and ethical values as aspects of healthy social behavior. Human life begins when the sperm cells of the father and the egg cells of the mother unite. This union is referred to as fertilization. For fertilization to take place and a baby to begin growing, the sperm cell must come into direct contact with the egg cell. Although fertilization takes place in one of the Fallopian tubes, the fertilized egg cell soon moves into the uterus, where it embeds itself in the thick, soft lining. Cell division takes place. Tissues, organs and systems develop. The developing baby moves from the embryo to fetus stage. Amnion sac protects the baby from jars and jolts. The umbilical cord is the supply line for nourishment from the placenta of the mother to the baby. As the months pass, the mother's uterus keeps stretching to accommodate the growing baby. A full-term pregnancy lasts about 280 days or approximately nine months. When the time comes for the baby to be born, muscles in the mother's body begin expelling the infant from the uterus, through the vagina. At the first sign of labor pains, mothers in this city usually get medical help (go to hospital or call doctor). Toward the end of pregnancy, most babies are lying head down in the uterus.	1. Have students list the reasons for good behavior which appeal to them most. 2. View the filmstrip, "Human Reproduction," on the approved list of the Bureau of Audio-Visual Aids. 3. Install a question box in which students should be encouraged to place questions they would like the class to consider. Teacher should screen these questions. A panel of students could be set up to do research on selected questions.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

Concept: Understanding the importance of responsible social behavior consistent with moral and ethical values. Understanding the process of human fertilization, how the unborn baby grows, and how the baby is born (cont'd.).

CONTENT	LEARNING ACTIVITIES
The head usually emerges first. Once the delivery is completed, the umbilical cord is tied and severed. The sac and the placenta are then expelled.	

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When children ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage students to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX

Concept: Appreciating the influence of heredity on growth and development.

CONTENT	LEARNING ACTIVITIES
Generally speaking, differences in body build and in the rate of growth of healthy boys and girls mean that their inherited patterns of growth are different. Types of body build range from short, stocky to tall, slim. Children belonging to each type have their own pattern of growth. Short, stocky boys and girls do not grow in the same manner as tall, slim boys and girls. Each child has his own channel or way of growing and his own schedule of growth. Each keeps to his own channel unless illness, lack of proper food, or some other condition makes him wander into some other channel. He returns to his own channel as soon as the condition which was interfering with his normal way of growing is corrected. The genes, arranged along the chromosomes much as beads are strung on a string, are the carriers of hereditary traits.	1. Show pictures of dogs and other animals demonstrating the range in characteristics. 2. Have pupils bring to class pictures of their parents and grandparents when they were young in order to show familial resemblances. 3. View the film, "Heredity and Environment," on the approved list of the Bureau of Audio-Visual Aids. 4. Assign children the task of developing a family tree - going back two or three generations, tracing height and weight. (Use with caution in order not to embarrass child.)

Concept: Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood. (Separate classes for boys and girls, where desirable.)

CONTENT	LEARNING ACTIVITIES
Re boys: Development of the male reproductive organs. Spermatozoa. Nocturnal emissions. Re girls: Development of female reproductive organs. Ova.	1. View the film, "Girl to Woman," on the approved list of the Bureau of Audio-Visual Aids. 2. View transparencies, "Human Reproductive System," on the approved list of the Bureau of Audio-Visual Aids.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

Concept: Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood. (Separate classes for boys and girls, where desirable.) (cont'd.)

CONTENT	LEARNING ACTIVITIES
Menstruation. Relation of ovulation to menstruation. Menstrual hygiene. Dysmenorrhea (painful menstruation). Amenorrhea (absence of menstruation).	3. Have pupils submit questions in writing in order to overcome the embarrassment barrier these questions may cause. Selected questions may be answered by the teacher or guest speaker; others may be answered privately. 4. After a number of lessons, have pupils write on a sheet of paper "Questions I Still Would Like to Have Answered." Use these as a basis for future lessons.

Concept: Understanding that many problems in boy-girl relationships naturally grow out of unevenness in development.

CONTENT	LEARNING ACTIVITIES
Meaning of puberty (maturity from biological point of view; true maturity--social, emotional, economic, etc.--comes later.) Girls get an earlier start toward maturing than boys. Boys who are not popular with the girls they know are faced with the choice of trying to take younger girls to social activities or pretending that girls are not important. Problems arise because young people are grouped in school, for the most part, on the basis of chronological age. Consequently, there may be wide differences in physical, emotional, and social development among pupils in the same class.	1. Show through height and weight charts that there are differences in height and weight among boys and differences among girls. 2. Arrange for pupils to participate in a panel discussion on the topic, "Are Girls Superior to Boys Because They Mature Earlier?" The purpose of this discussion is to dispel the notion that girls are inclined to look down on boys. 3. Have the children list their five chief interests. After a summary has been compiled, explain that the emphasis of the girls on socializing aspects is due to unevenness in development.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

Concept: Understanding the increased nutritional needs which result from a maturing body.

CONTENT	LEARNING ACTIVITIES
The body's nutritional needs. Foods which contribute to nutritional requirements. (Be aware of cultural preferences in food.) Difference between minimum daily requirements and optimum daily requirements. Planning an optimum diet. Avoiding "empty" calories. Planning nutritious snacks.	1. Use graphs to show contributions of certain key foods to nutritional requirements of body. 2. Plan well-balanced meals for a school-age child. Work with home economics teacher to have children prepare these meals. 3. Plan, prepare, and serve nutritious after-school snacks.

Concept: Appreciating the need for a variety of social activities on the part of boys and girls.

CONTENT	LEARNING ACTIVITIES
Understanding the qualities which attract friends. Learning to make conversation and to listen. Making friends by working together in school and outside activities. Developing skills in games, dancing, swimming, etc., as an aid to making friends. Getting along with friends.	1. Show and discuss film which portrays qualities of friendship. Example: "Are You Popular?" 2. Role-play good manners in use of telephone. 3. Discuss desirable and undesirable qualities for building friendships.

Concept: Understanding wholesome recreational outlets as a means for emotional release in relation to the natural changes that occur in puberty.

CONTENT	LEARNING ACTIVITIES
Participation in consuming activities with a view toward achieving emotional release. Such activities might be:	1. Plan a series of wholesome culminating physical education activities for the class. Draw upon the resources of the district health education counselor. Make it a balanced program involving the dance, games, and sports.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

Concept: Understanding wholesome recreational outlets as a means for emotional release in relation to the natural changes that occur in puberty (cont'd.).

CONTENT	LEARNING ACTIVITIES
Sports. Hobbies. Picnics. Hikes. Theatre. Etc. (Schools should be aware of free community facilities.)	2. Arrange for a panel discussion on the topic, "Recreational Outlets as a Means for Emotional Release." 3. Have children assist in planning trips such as a field day or trip to a theatre. 4. Devote one or two periods per week to individual hobbies. Encourage the development of hobbies.

Concept: Continuing to emphasize the importance of responsible social behavior consistent with moral and ethical values.

CONTENT	LEARNING ACTIVITIES
Ways in which one's actions affect others. Importance of moral and ethical values as aspects of healthy social behavior.	

Concept: Clarifying understandings relating to the process of human fertilization, how the unborn baby grows, and how the baby is born. (Stress scientific approach.)

CONTENT	LEARNING ACTIVITIES
Human life begins when the sperm cells of the father and the egg cells of the mother unite. This union is referred to as fertilization. For fertilization to take place and a baby to begin growing, the sperm cell must come into direct contact with the egg cell.	1. Provide a quiz based on material taught by the teacher in Grade 5. Explain that the quiz is purely for inventory purposes. 2. Plan lessons based on the analysis of the quiz.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

Concept: Clarifying understandings relating to the process of human fertilization, how the unborn baby grows, and how the baby is born. (Stress scientific approach.) (cont'd.)

CONTENT	LEARNING ACTIVITIES
Although fertilization takes place in one of the Fallopian tubes, the fertilized egg cell soon moves into the uterus, where it embeds itself in the thick, soft lining. Cell division takes place. Tissues, organs and systems develop. The developing baby moves from the embryo to fetus stage. Amnion sac protects the baby from jars and jolts. The umbilical cord is the supply line for nourishment from the placenta of the mother to the baby. As the months pass, the mother's uterus keeps stretching to accommodate the growing baby. A full-term pregnancy lasts about 280 days or approximately nine months. When the time comes for the baby to be born, muscles in the mother's body begin expelling the infant from the uterus, through the vagina. At the first sign of labor pains, mothers in this city usually get medical help (go to hospital or call doctor). Toward the end of pregnancy, most babies are lying head down in the uterus. The head usually emerges first. Once the delivery is completed, the umbilical cord is tied and severed. The sac and the placenta are then expelled.	3. View slides, "How Babies Are Made," on the approved list of the Bureau of Audio-Visual Aids.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When children ask questions using unacceptable terms, answer th e questions using the correct terminology. 3. Encourage students to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN

Concept: Understanding the influence of the endocrine system on the appearance, body functions, and mental and emotional behavior of individuals. (The endocrine system is taught in a framework of instruction associated with systems as a whole.)

CONTENT	LEARNING ACTIVITIES
Endocrine glands secrete chemical substances called hormones which regulate body activities. The endocrine glands include: Pituitary. Adrenal. Thyroid and parathyroids. Pancreas. Gonads. The pituitary is the master gland upon whose activity the function of most of the other endocrine glands depend. It controls the growth of the skeleton. It regulates the work of the other endocrine glands. The hormone of the adrenal gland heightens and prolongs the effect of the sympathetic impulses in situations which call for sudden bursts of energy. It is responsible for an increase of the heartbeat. It causes the respiratory rate to be stepped up. It slows down the digestive operation. It causes blood vessels to tighten up. It relieves congestion of the nose, throat, and eyes in hay fever. It is a powerful heart stimulant. The thyroid gland secretes thyroxin which regulates metabolic activity. Underactivity of the thyroid causes hyperthyroidism. The person lacks energy to do things. He becomes fat and sluggish. Overactivity of the thyroid gland causes hyperthyroidism.	1. Have pupils with art ability develop charts of the endocrine glands to be used as teaching aids. 2. View the film, "Human Reproduction," on the approved list of the Bureau of Audio-Visual Aids. 3. Have individual pupils and committees read and report on the effects of the endocrine glands on the appearance of individuals. Use the school or outside library for available literature. 4. Have pupils develop (using a notebook) a Science and Family Living Dictionary to include meanings of technical terms, as endocrine glands. This can be a valuable pupil reference.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN (CONT'D.)

Concept: Understanding the influence of the endocrine system on the appearance, body functions, and mental and emotional behavior of individuals. (The endocrine system is taught in a framework of instruction associated with systems as a whole.) (Cont'd.)

CONTENT	LEARNING ACTIVITIES
The person who suffers from an overactive thyroid condition has tremendously speeded up chemical processes of the body. He suffers excessive loss of weight, marked restlessness or agitation. The thyroid gland is usually enlarged. The eyes are protruded. The parathyroid glands secrete a hormone called parathormone which keeps the calcium content of the blood at the normal level. Tetany (painful spasms of the muscles) results if the parathyroids do not secrete enough parathormone. The pancreas gland secretes a hormone called insulin which aids the body cells in oxidizing glucose (sugar) to produce heat and energy. An insufficient secretion of insulin causes diabetes. The gonads are the sex glands. The male gonads, or testes, produce the male germ cells, or sperm, and secrete the hormone testosterone under whose influence the boy becomes a man. The female gonads, or ovaries, produce the female germ cells, or eggs (ova), and secrete the hormones estrogen and progesterone under whose influence the girl becomes a woman.	

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN (CONT'D.)

Concept: Learning appropriate behavior in social activities between boys and girls.

CONTENT	LEARNING ACTIVITIES
Plan wholesome group activities together. Assume cooperative practices relative to duties and responsibilities. Develop and abide by a code of conduct which reflects ethical interpersonal relationships. Keep parents and/or older members of the family informed of group composition and activities. Avoid unwise, unreasonable, or impetuous challenges in the course of social activities.	1. Have students develop cooperatively a class "Code of Behavior" for activities such as class parties and excursions. 2. Involve pupils in the planning of activities such as assembly programs and trips. 3. Have boys and girls work together on committees, class newspapers, student activities on a school-wide basis, etc.

Concept: Appreciating the value of wholesome, coeducational activities for developing social maturity.

CONTENT	LEARNING ACTIVITIES
Getting along with people. Developing leadership and followership qualities. Considering the interests of the group.	1. Have boys and girls work on committees in total school activities. 2. Arrange for coeducational activities such as a volley ball game and group science fair projects. 3. Plan for role-playing in a number of lessons in order to provide opportunities for interaction. 4. Have the pupils plan an excursion with another class in order to have them realize that their own interests may have to be curbed for the convenience of others. Example: The class may have to share the hired bus rather than have it exclusively for one class.

Concept: Understanding the decision-making processes as they affect the family.

CONTENT	LEARNING ACTIVITIES
Authority of parents.	1. Role-play family trying to reach a decision on a

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN (CONT'D.)

Concept: Understanding the decision-making processes as they affect the family (cont'd.).

CONTENT	LEARNING ACTIVITIES
Making decisions cooperatively; weighing factors. Family council, with greatest weight going to parents. Abiding by group decisions. Personal values, attitudes, tastes. Decision-making to achieve short, intermediate, and long-range goals. Family conflicts because of inability to reach mutually satisfactory decisions.	problem which affects all members, such as one of the following: Who Should Clean the Kitchen, Where to Spend Our Vacation, Whether to Listen to a Certain TV Program. 2. Hold a "Talk-Out" where parent and child take sides on a controversial problem, such as the following: Suitable Length of Skirt, Choice of Friends, Use of Spending Money, Keeping Room Clean. End with a decision which will resolve the problem. 3. Have each student make a list of his own short, intermediate, and long-range goals. Discuss these goals in a class.

Concept: Understanding and learning to use the correct terminology for body parts.

	1. In discussing new work, use and teach correct terminology. 2. When students ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT

Concept: Understanding at a more advanced level the influence of the endocrine system on the appearance, body functions, and mental and emotional behavior of individuals. (The endocrine system is taught in a framework of instruction associated with systems as a whole.)

CONTENT	LEARNING ACTIVITIES
(A resource person--doctor, nurse--may be helpful in the treatment of this area.) Endocrine glands and their hormones. Sex glands and sex hormones. The oestrus cycle.	1. Review material learned in Grade 7 on endocrine glands and hormones. 2. Show transparencies of male and female bodies showing location of endocrine glands. 3. Use manikin to show three-dimensional interrelationships of all body organs to endocrine glands. 4. Show film, "Endocrine Glands," on the approved list of the Bureau of Audio-Visual Aids. 5. Have students make reports on endocrine glands. 6. Discuss importance of: Follicle-stimulating hormone. Luteinizing hormone. Luteotrophin. Oxytocin. Estrogen. Progesterone. Function of the placenta as an endocrine gland. Relaxin from ovaries, uterus, and placenta. Testosterone. 7. Show chart of complete oestrus cycle. 8. Invite the school doctor to discuss the oestrus cycle.

Concept: Learning to get along in a harmonious fashion with members of one's own and the opposite sex.

CONTENT	LEARNING ACTIVITIES
Develop wholesome interests and hobbies. Recognize that it is important to act in line with one's age.	1. Plan activities where boys and girls work together. Committees, athletics, school plays, and school government are some suggestions.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

Concept: Learning to get along in a harmonious fashion with members of one's own and the opposite sex (cont'd.).

CONTENT	LEARNING ACTIVITIES
Plan wholesome activities together. Keep physically and emotionally fit. Consider interests for the common good. Be a responsible person. Develop a social consciousness. Practice health and safety habits. Learn to respect varying points of view. Use leisure time constructively. Live in accordance with sound, basic standards.	2. Plan a square dance program for purposes of learning to get along and for purposes of submerging interests for the common good. 3. Through panel discussions and debates, teach pupils to respect varying points of view. 4. Plan excursions such as a trip to a concert or theatre. These provide opportunities for social conversations.

Concept: Appreciating the depth and significance of "crushes."

CONTENT	LEARNING ACTIVITIES
Recognize that young people are capable of developing strong attachments for each other or for an older person. Understand that these attachments, if properly guided, strengthen respect and admiration for one another. Understand that appreciation and regard for another person reinforce a code for personal living.	1. Have students discuss the best way for a pupil to act who has a crush on an older person in authority. 2. Discuss with students the values for the future in sensibly experiencing and controlling crushes and puppy love.

Concept: Appreciating the need for making personal decisions consistent with appropriate values and a philosophy of life.

CONTENT	LEARNING ACTIVITIES
Making appropriate decisions: Conflicts between peer group codes or activities and family or school regulations. Conflicts between peer group codes or activities and personal values and beliefs of right and wrong.	1. Discuss ways to handle situation of being offered a cigarette and refusing to accept it; role-play. 2. View film on going steady and discuss advantages and disadvantages. 3. Discuss question of setting and maintaining standards of behavior on a date.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

Concept: Appreciating the need for making personal decisions consistent with appropriate values and a philosophy of life (cont'd.).

CONTENT	LEARNING ACTIVITIES
Effect of making decisions: Achieving long-term goals. Achieving immediate goals. Maintaining self-respect. Reasons for maintaining personal standards: Advantages and disadvantages of going steady. Responsibility for setting standards. Learning how to say "no." Learning to vary the tempo when "on a date." Breaking off.	

Concept: Understanding the possible personal and social outcomes as well as the health hazards of indiscriminate relationships in any type of action with those of one's own or opposite sex.
Appreciating that relationships in any type of action require social maturity and involve total responsibility for conditions that result.

CONTENT	LEARNING ACTIVITIES
Indiscriminate relationships: Invoke feelings of guilt and shame. Create a conflict oftentimes between what one does and what one thinks. Create a reputation of which one cannot feel proud. May lead to health hazards such as VD. May result in social dislocations. Recognize the consequences personally and socially of premarital pregnancies to the mother, family, and unborn child. May require assistance of family clergyman, or a community agency, as the Department of Health,	1. Have boys and girls - without using their names - tape their reactions to indiscriminate behavior. Play the tapes for other classes as a basis for discussion. 2. Have a clergyman, guidance counselor, and student panel discuss the psychological, moral, and physical aspects of such behavior. 3. Have the pupils write a brief composition, "What My Reputation Means to Me." 4. Invite the school nurse to discuss the hazards of indiscriminate behavior.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

Concept: Understanding the possible personal and social outcomes as well as the health hazards of indiscriminate relationships in any type of action with those of one's own or opposite sex.
Appreciating that relationships in any type of action require social maturity and involve total responsibility for conditions that result (cont'd.).

CONTENT	LEARNING ACTIVITIES
Community Service Society, or others. May lead to homosexuality. (Introduce this topic with great sensitivity if pertinent to the children in the group. Be careful to avoid giving pupils guilt feelings because they prefer a best boy friend or best girl friend to being one of a group or with someone of the opposite sex. Distinguish between the lifelong need of having best friends of the same sex and homosexuality.) Responsible social relationships: Require social maturity. Provide opportunity for emotional security.	

Concept: Understanding the fact that an individual's characteristics are the product of his heredity and environment.

CONTENT	LEARNING ACTIVITIES
Heredity. Cells. Cell types. Chromosomes (including number). Mitosis. Maturation of sex cells. DNA and RNA (elementary discussion). Dominant and recessive traits. Blended inheritance. Defective traits. Influence of environment.	1. Have pupils report on roles of DNA and RNA in inheritance. 2. Use charts to illustrate color blindness, hemophilia, and other defects. 3. Discuss methods of plant and animal breeding, including selection, hybridizing, etc. 4. Discuss values of environment in terms of realization of inheritance.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When students ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE

Concept: Understanding the social, emotional, and physical factors which make up maturity.

CONTENT	LEARNING ACTIVITIES
Secondary sex characteristics. Male. Female. Hormone balance. Behavior. Function of the brain and nervous systems. Reflexes. Conditioned reflexes. Acquisition of habits.	1. List qualities which would be considered signs of various kinds of maturity for a 9th-grade student. 2. Discuss ways of gaining privileges through proving one's maturity to parents. 3. Cite examples from one's childhood of having outgrown certain friends because of different rates of developing maturity.

Concept: Learning to channel adolescent tensions into a variety of constructive behaviors.

CONTENT	LEARNING ACTIVITIES
Develop interest in creative activities. Participate in recreational activities. Become involved in suitable employment. Choose hobbies. Plan and participate in group activities, such as play days, picnics, etc. Join a club at school.	1. Develop a class program to sponsor an orphaned child of another country. 2. Develop committees to go into the community to take polls on major issues, and have the pupils report their findings. 3. Develop a program in which the children provide tutoring for those in the lower grades. 4. Encourage children to join school clubs and teams such as Future Teachers Club and school athletic teams.

Concept: Learning to develop standards of self and mutual regulation in boy-girl relations, including problems of double standards.

CONTENT	LEARNING ACTIVITIES
Establish a code of conduct which reflects ethical	1. Invite two parents to share a panel with pupils

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE (CONT'D.)

Concept: Learning to develop standards of self and mutual regulation in boy-girl relations, including problems of double standards (cont'd.).

CONTENT	LEARNING ACTIVITIES
behavior. Avoid superficial goals of popularity. Re dating, be cognizant of and abide by: Appropriate forms of behavior. Parental time limit preference for return from date. Policy of keeping parents or older members of the family aware of people with whom one associates. Programs of social activities which involve groups of boys and girls in wholesome recreational channels.	on the subject of dating. 2. Have boys and girls develop independent lists on how they would like the other sex to behave in boy-girl relations. Follow with open discussion. 3. Set up a class discussion: "Should There Be a Separate Set of Standards for Boys and Girls?"

Concept: Recognizing the need for dispelling misconceptions still existing about sex.

CONTENT	LEARNING ACTIVITIES
COMMON FALLACIES about sex include the following: Fallacy 1: "A period of wild oats is a good preparation for marriage and parenthood." Fallacy 2: "Sexual intercourse is necessary for: Bodily development. Sexual development. Health. Happiness." Fallacy 3: "Inhibition and control are harmful." Fallacy 4: "Sex relations are, at the worst, an indiscretion." Fallacy 5: "The use of any precautionary measure is a guarantee against pregnancy."	1. Have pupils write questions about tales they have heard and of which they are not sure. 2. Have some pupils act as a panel; submit questions for answering written by the teacher, dealing with fallacies. 3. Invite a doctor (parent of a child, school doctor, etc.) to address himself to the subject of fallacies.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE (CONT'D.)

Concept: Understanding the value of a variety of social activities and group situations in developing satisfactory interpersonal relationships.

CONTENT	LEARNING ACTIVITIES
Participating in clubs and teams. Working together for the common good. Role of dating: Importance of dating in social development. Dating dos and don'ts; manners on dates. Paying for dating expenses. Reasonable curfews. Going steady.	1. List school clubs and teams and ways of becoming members of each. 2. Have question box with anonymous questions as springboard for discussion of dating dos and don'ts. 3. Ask class as a project to develop "Teenagers' Code of Dating Behavior."

Concept: Understanding one's own feelings and role in accepting or challenging the standards of one's peer group.

CONTENT	LEARNING ACTIVITIES
Thinking of the person you would like to become. Being comfortable with oneself. Liking oneself because of one's behavior.	1. List the qualities you would like to have when you are grown up. Next to each, write the steps you will take to achieve these qualities. 2. Debate the topic, "Nowadays Anything Goes, If You Can Get Away with It." 3. Write a letter to yourself telling why you like yourself.

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When students ask questions using unacceptable terms,

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE (CONT'D.)

Concept: Understanding and learning to use the correct terminology for body parts (cont'd.).	
CONTENT	LEARNING ACTIVITIES
	answer these questions using the correct terminology. 3. Encourage pupils to use correct terminology at all times.
Concept: Learning the resources available for help in meeting problems that may arise (clergy, family advisors, Department of Health, etc.).	

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN *

Concept: Understanding the regulatory functions of the endocrine glands. (The reproductive system is taught in a framework of instruction associated with systems as a whole.)

CONTENT	LEARNING ACTIVITIES
Endocrine glands. Pituitary. Adrenal. Thyroid and parathyroids. Pancreas. Testes and ovaries. Secretions of endocrine glands. Effect of hormones or lack of hormones on body activity.	1. Have students interview their family doctors and report to the class. 2. Show the film, "Endocrine Glands," on the approved list of the Bureau of Audio-Visual Aids. 3. Have students do research on the effect of malfunctioning endocrine glands on the body. Plan resource materials with school librarian. 4. Provide each pupil with a duplicated diagram of the endocrine system to be used as a reference during discussions.

Concept: Increasing the understanding of the reproductive system. (The reproductive system is taught in a framework of instruction associated with systems as a whole.)

CONTENT	LEARNING ACTIVITIES
Reproduction Asexual reproduction in plants and animals. Sexual reproduction in plants and animals. Comparative values of asexual and sexual reproduction. Human reproduction and human reproductive system.	1. Show films on: Reproduction of protozoa. Bread mold. Hydra. Vegetative propagation. Fertilization. Cleavage. 2. Discuss how asexual reproduction retains traits and

* For those students who may leave school at the end of grade ten, it is suggested that the marriage aspects from grades 11-12 be telescoped and taught at this point.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

Concept: Increasing the understanding of the reproductive system. (The reproductive system is taught in a framework of instruction associated with systems as a whole.) (Cont'd.)

CONTENT	LEARNING ACTIVITIES
	how sexual reproduction produces variety. 3. Have pupils report on value of variety in offspring in terms of success in environment. 4. Show by charts, transparencies and manikins, the human reproductive system giving names of all parts in detail (male and female). Use models of birth of human baby. 5. Show film, "How a Baby Is Born," on the approved list of the Bureau of Audio-Visual Aids.

Concept: Learning to discern basic qualities in the opposite sex and to appreciate the complementary nature of male and female personalities.

CONTENT	LEARNING ACTIVITIES
Comparison of superficial with basic qualities. Recognize that factors such as dress and physical traits are superficial in nature. Recognize the emotional qualities characteristic of males and females. Recognize that moral qualities, ethical standards and principles really determine what one is and how one reacts to situations.	1. Have students develop an independent, then a combined list of "Traits I Desire Most in the Opposite Sex." 2. List reasons why items such as dress, beauty in girls, and handsome appearance in boys do not head the lists. 3. Have the college advisor speak to the class on what traits colleges look for in addition to grades. 4. Have pupils write or discuss the topic, "Is It True that Opposites Attract?" Include in the discussion the complementary nature of male and female personalities.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

Concept: Understanding the details of prenatal care for mother and baby.

CONTENT	LEARNING ACTIVITIES
Personal hygiene during pregnancy is the same as good health care at any other time, magnified by the responsibility for the life and health of two (or more) lives instead of one. Prenatal care should involve the following: See the doctor regularly - once a month during the early months of pregnancy; twice a month or oftener in the later stages. Bring urine samples when requested. Do what the doctor advises. Avoid listening to old wives' tales. Report promptly to the doctor any unusual signs or symptoms of disease or any sudden changes in condition.	1. Have the school nurse visit the class to develop the importance of prenatal care. 2. Have a visiting nurse from the Department of Health encourage girls to visit the Board of Health for literature and additional information. 3. Have pupils do independent research on old wives' tales in connection with prenatal care. Have them question parents and grandparents.

Concept: Understanding the purpose of reproduction: for the species, for society, for the family, and for the individual.

CONTENT	LEARNING ACTIVITIES
For the species. Perpetuating the species. Maintaining the balance of nature. Current conservation practices. For society. Problems of population explosion. Society's need for healthy, contributing members. For the family. Satisfaction of having and bringing up children.	1. Use circular response method to determine why reproduction is important for the species, for society, for the family, and for the individual. 2. Have a quick tour of the animal and human world to spot in which cases an "over-reproduction" or "under-reproduction" factor affects the balance of life.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

Concept: Understanding the purpose of reproduction: for the species, for society, for the family, and for the individual (cont'd.).

CONTENT	LEARNING ACTIVITIES
Pleasures of living in a family and sharing activities. Providing continuity to families. For the individual. Joy and fulfillment of parenthood. Finding life's purpose in raising children. Reproduction - a step in developing personal maturity.	3. Have a panel discussion on the functions of the family in caring for the individual. 4. Have a buzz session and browsing period of poems, quotations, cartoons which illustrate some of the following: The differences between a "house" and a "home." The family as one of the main units of society. The family as a transmitter of values. The stability of the family as related to the stability of the individual.

Concept: Understanding the problems and limitations of going steady, becoming engaged, etc., in adolescence. (Be alert to differing cultural and generational practices.)

CONTENT	LEARNING ACTIVITIES
Reasons why teenagers find security in going steady. Dangers and disadvantages of going steady at an early age. Effect of too early steady dating or engagement on school work and life ambitions. Expenses of much dating. Controlling physical intimacy when going steady. Problems of getting back into the stream of group activities after going steady.	1. Hold separate buzz groups for girls and boys to discuss the pros and cons of going steady and have leader record findings on board. Then arrange for buzz groups with boys and girls together to discuss same question and have leader record findings on the board. Class evaluates responses from each activity. 2. Role-play: "How to Terminate a Going-Steady Relationship Without Damaging the Other Person's Feelings." "How to Return an Engagement Ring Graciously." 3. Debate: "Engagement and Marriage - For Adults Only."

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When students ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN

Concept: Understanding the requisites of a successful marriage.

CONTENT	LEARNING ACTIVITIES
Readiness for marriage. Physical health. Completed education, or have definite plans. Ability to earn a living. Emotional maturity. Sense of life's purpose. Having the right partner. Spiritual harmony. Mental compatibility. Physical attraction. Feeling that love can last. Desire to work together to build for the future. Building a successful marriage. Respect for one's mate. Seeking to understand one's mate. Concern for the mate's welfare. Meeting the needs of one's mate. Building mutual experiences. Developing mutual goals.	1. View filmstrip and listen to the recording: "What Is Love?" Discuss: a. Different types of love experiences through the stages of life. Examples: self-love, mother love, family love, etc. b. Differences between infatuation and love. 2. Take the self-test in Duvall's Before You Marry, page 29, "How Do You Know It's Love?" 3. Brainstorm: What Are the Maturities Required in a Marriage Partner? Record on board the categories found and have the group interpret the importance of each - physical, emotional, social, mental, philosophical, chronological.

Concept: Understanding courtship and engagement as preparation for marriage.

CONTENT	LEARNING ACTIVITIES
Being in love. Misconceptions about love. Romantic vs. realistic love. Criteria for lasting love. Aspects of a lasting relationship (respect, appreciation, etc.).	1. Class considers the social process sequence leading to marriage (first individually and then in committee groups). Pupils first note independently what each of the following means to them now as adolescents and what each meant as younger adolescents:

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

Concept: Understanding courtship and engagement as preparation for marriage (cont'd.).

CONTENT	LEARNING ACTIVITIES
Purposes of engagement period. Opportunity to see each other in everyday situations. Time to set up a financial plan. Time to explore and understand each other's attitudes on vital topics, as moral and ethical standards related to marriage. Time to plan a home and future roles. Time to establish relationship with future in-laws. Time for testing the relationship. Length of engagement. Planning a wedding. Danger signals in engagement. Time of testing. Complementary needs. Personality problems. Cultural contrasts vs. ethnocentrism. Conflicts in values, life goals. Parents' opposition. Engagement - a bridge to successful marriage. Establishing the habit of talking things over. Planning life goals. Developing patterns of personal relationship and decision-making. Premarital counseling. Premarital examination. Handling sex expressions. Breaking an engagement.	group dating, parties, double-dating, going steady, courtship, engagement, marriage. 2. Discuss: a. Length of courtship period as related to success in marriage. b. Courtship time is time for testing and teaching. 3. Hold a discussion as to reasons why engagements break up and elicit each of the following: a. Decisions to be made during engagement: size, type of wedding honeymoon plans choice of apartment how money will be managed. b. Attitudes each has towards: whether a woman should work after marriage having children and size of family religion.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

Concept: Understanding the origin and values of social conventions and their relation to sex behavior.

CONTENT	LEARNING ACTIVITIES
The "wisdom of the race." How morality protects women and children.	1. Have a class analysis of the "old agrarian American" family and the "modern urban American" family with a consideration of the masculine and feminine roles and the social importance relegated to "virginity" and "fidelity." 2. Hold a panel discussion: "The Double Standard - Necessary or Unnecessary?" Arrive at conclusions supporting moral values. 3. View filmstrip and hear record, "Dating Behavior," on the approved list of the Bureau of Audio-Visual Aids. Discuss who should set dating behavior and the qualities of a suitable dating partner - appearance and behavior.

Concept: Understanding family structures in American and different cultures.

CONTENT	LEARNING ACTIVITIES
Characteristics of American family culture: Courtship patterns. Monogamous marriage. Nuclear family system. Kinship by bilateral descent. Marriage based on personal affection and choice. Marriage a dominating life goal for men as well as women. Belief in personal happiness as criterion of happy marriage. Reverence for youth and its qualities. Belief in shielding children from hardship. Belief that sex should be contained within marriage.	1. Ask pupils to consult an unabridged dictionary for definitions of sociological terms that relate to family life, such as: homogamy, monogamy, bigamy, polyandry, polygamy, matriarchal, patriarchal, sociogram, and familial. 2. Discuss each term's meaning and elicit illustrations and examples of countries, societies that practice the custom.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

Concept: Understanding family structures in American and different cultures (cont'd.).

CONTENT	LEARNING ACTIVITIES
Belief in quasi-equality of sexes. Belief that individual rather than family values are to be sought in family living. How families help members live effectively. Functions of the family. The family life cycle. Families in other cultures: Courtship patterns. Ways in which cultural heritage influences behavior. Aspects of culture which are consistently present. Provision of basic needs. Provision for raising young. Fundamental ways cultures differ. Languages. Forms of marriage: monogamy, polygamy. Forms of control: democratic, dictatorial. Variations in family life: youth-centered, adult-centered. Hierarchy of values: material goods, arts, education, politics.	

Concept: Learning the resources available for help in maintaining a successful marriage (clergy, family advisors, Department of Health, family agencies, etc.).

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

Concept: Understanding and learning to use the correct terminology for body parts (cont'd.).

CONTENT	LEARNING ACTIVITIES
	terminology. 2. When students ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWELVE

Concept: Understanding the social problems which affect the family. (Teacher recognizes that family patterns differ; therefore, actions differ. Topics must be presented with sensitivity.)

CONTENT	LEARNING ACTIVITIES
Non-compatibility of couples. Family planning. Divorce. Abortion. Venereal disease. Homosexuality. Prostitution. IMPORTANT: Develop from factual point of view only. Opinions of teacher, which may be counter to those held by the students, church, or home, are not presented.	1. Hold a buzz session: "Reasons Why Girls Become Promiscuous," using Menninger's book on How to Be a Successful Teenager as a guide. Leader reports findings and entire group makes decision whether prostitution is an "emotional" or "physical" disorder. 2. Have pupils discuss happy couples known to them (neighbors, cousins, friends) and have them discuss the reasons for happiness and what social problems they had to avoid or overcome.

Concept: Recognizing the need for concern about the human condition and family life in the community, nation, and world.

CONTENT	LEARNING ACTIVITIES
Disease prevention and control; immunization. Education. Improvement of physical conditions. Legislation.	1. Have students interview their history teachers, consular officials, and do other research to learn of conditions in other countries. 2. Have students write to their Congressmen to learn what legislation is being proposed for the control of venereal diseases, for education in family living, etc., in this country. 3. Arrange to have exchange teachers and exchange students of your school or a neighboring school address the class on this subject, if their backgrounds are adequate.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWELVE (CONT'D.)

Concept: Learning more about the availability of medical, community and religious agencies for assistance with family planning or marriage counseling, where desired.

CONTENT	LEARNING ACTIVITIES
Survey of community resources. Availability of "Directory of Social Agencies." Liaison with community and religious agencies. Liaison with voluntary health agencies. Contact with county medical resources.	1. Have pupils develop a reference booklet which can be duplicated and given to each student. This booklet will have the agencies listed. 2. Have pupils report on the functions of a marriage counselor, purposes of family planning agencies, etc. 3. Invite guests from these agencies to speak to the students. 4. Students study the classified ad section in the newspaper and determine the number and types of unqualified and unreliable sources available to the public as "help" for the troubled.

Concept: Understanding the physical and psychological factors in raising children.

CONTENT	LEARNING ACTIVITIES
The need to understand children. Why children differ. Making plans for a baby. Growing in the first year. Taking care of a toddler. Attitudes and developmental tasks. Growth changes in three- and four-year-olds. Acquiring inner controls. Providing growth experiences for children. Experiences with language. Experiences with art, music. Importance of play. Discipline and spoiling.	1. Establish reference file of articles, pamphlets, booklets, which pupils may use for homework, reports (oral or written), or as background for class instruction and discussion. 2. Use recent newspaper accounts on problems that arise from the lack of proper physical and/or emotional care given to children of broken families as basis for springboard to discussions. 3. Visit the Early Childhood Center of a local college and/or day nursery and ask students to report on their personal observations of children in the various activities of eating, play, rest, toilet habits.

CONTENT AND LEARNING ACTIVITIES
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWELVE (CONT'D.)

Concept: Understanding the physical and psychological factors in raising children (cont'd.).

CONTENT	LEARNING ACTIVITIES
Stumbling blocks in growing: jealousy, anger, resentment, problems of authority. Broken homes, physical and mental handicaps, working mothers, neglected children.	

Concept: Recognizing the economic, human, and psychological resources involved in maintaining the home and family life.

CONTENT	LEARNING ACTIVITIES
Managing family income. Family spending plans. Time and energy management. Homemaking skills and work simplification. Consumer credit, installment debt. Cost of marrying and establishing a home. Handling two incomes. Planning economic security. Achieving adjustments in marriage. Interpersonal understanding. Getting along in the family. Working together toward common goals.	1. Use the discussion method and establish a definition of what constitutes human and non-human resources. (Human resources involve creativity, energy, planning use of time. Non-human resources include money, equipment, etc.) 2. Hold a panel of class members on the topic: "Which Is More Important to Family Harmony - the Economic or Human Resources?" 3. Invite a resource person from the Life Insurance Institute to discuss life insurance plans for the family to cover the entire life span.

Concept: Understanding and learning to use the correct terminology for body parts.

CONTENT	LEARNING ACTIVITIES
	1. In discussing new work, use and teach correct terminology. 2. When students ask questions using unacceptable terms, answer these questions using the correct terminology. 3. Encourage pupils to use correct terminology at all times.

AUDIO-VISUAL MATERIALS APPROVED FOR PILOT INSTRUCTION IN SEX EDUCATION AT GRADE LEVELS DESIGNATED

DIRECTIONS FOR ORDERING

The titles listed below are available for ordering from the central loan collection, Bureau of Audio-Visual Instruction. Procedures for ordering are as follows:

1. Booking forms may be obtained by writing to
   Bureau of Audio-Visual Instruction
   Central Loan Collection
   131 Livingston Street
   Brooklyn, New York 11201
   or by telephoning 596-5914.

2. Completed booking forms are to be returned to BAVI.

3. Bookings will be confirmed in writing.

4. All films are sent and returned by mail, with postage paid both ways by BAVI.

In addition, selected items are being placed in the district office collections. Schools will be notified of these titles at a later date.

ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME
STUDENT:				
31.71	ARE YOU READY FOR MARRIAGE?	Coronet	10	17 min.
	A young couple who plan an elopement discover what it really takes to be "ready for marriage." With the help of a church marriage counselor, they investigate their own relationship, using his "Check-List for Cupid" and Marriage Development Board.			
	BIOGRAPHY OF THE UNBORN	EBF	6	26 min.
	Traces the process of human reproduction from conception to birth.			
	BOY TO MAN	Churchill	6	16 min.
	Develops an understanding of the physical changes that occur during adolescence; the wide variation in the range of normal for those changes; and attempts, by improving understanding, to diminish some of the tensions and fears of adolescence.			
	THE DAY LIFE BEGINS	Carousel	6	23 min.
	Traces reproductive process from amoeba to man. Scenes of births of turtles and puppies. Development of human baby is explained.			
180.8	EARLY MARRIAGE	Churchill	11-12	26 min.
	Depicts the history of human marriage, develops the concept of marriage readiness and society's stake in all marriage with emphasis on the problems of early marriage.			

AUDIO-VISUAL MATERIALS

ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME

STUDENT:

FROM GENERATION TO GENERATION (C)
McGraw-Hill 10 27 min.
A sensitive study of a young couple shows childbirth as an emotional and spiritual experience as well as a physical one. Animated sequences explain the basic facts of human reproduction.

GIRL TO WOMAN (C)
Churchill 6 18 min.
Explains some of the common physiological manifestations of maturation. Designed for girls just entering adolescence. Develops an understanding of the physical changes that occur during adolescence; establishes that there is a wide variation in the range of normal for those changes; improves understanding to diminish some of the tensions and fears that contribute to the emotional turbulence of adolescence.

HEREDITY AND PRENATAL DEVELOPMENT
McGraw-Hill 10 21 min.
Using animation, the film describes maturation and fertilization of male and female sex cells, function of genes, growth of embryo and closes with real-life scenes of newborn baby.

293.7 HOW DO YOU KNOW IT'S LOVE?
Coronet 10 14 min.
What is the nature of love? How does it grow and develop in an individual? How can you tell when a love is mature? This film gives students of every age a basis for thinking clearly about "love" as compared to "infatuation."

ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME

STUDENT:

300.98 HUMAN GROWTH, 2nd ED.
Churchill 5-6 20 min.
Presents the basic facts of reproduction, growth and development in a setting designed to promote class discussion.

HUMAN REPRODUCTION
McGraw-Hill 5-6 21 min.
Shows the structure and function of both the male and female reproductive systems and how the miracle of human birth is accomplished. Uses still and animated drawings to present the reproductive process from conception to birth.

IT'S WONDERFUL BEING A GIRL
Association 6 25 min.
Story of menstruation. Oriented to upper middle-class suburban area. Difficult for disadvantaged urban minority girls to identify with this environment. However, attitudes portrayed are good; relationship between girl and mother, girl and friends, teacher, etc., are good. Scientific presentation excellent.

MOLLY GROWS UP
Personal Products Co. 6 15 min.
Explains menstruation to girls. Molly and her mother have a friendly talk about this. (Prepared in English and Spanish sound track).

PHOEBE: STORY OF A PREMARITAL PREGNANCY
McGraw-Hill 9-12 29 min.
A teenager discovers she is pregnant. The film depicts her emotional turmoil and apprehensions about reactions of people around her on the day she faces her dilemma.

AUDIO-VISUAL MATERIALS

ITEM NO. TITLE DISTRIBUTOR GRADE(S) VIEWING TIME

STUDENT:

2.83 PHYSICAL ASPECTS OF PUBERTY
McGraw-Hill 6 19 min.
Helping youngsters to understand and accept their own normal body changes during adolescence, this animated film describes development of primary and secondary sex characteristics in boys and girls.

VERY PERSONALLY YOURS
International
Cellucotton 6 10 min.
Animated drawings and diagrams are used to explain the physiology of menstruation. Suggests methods of care and hygiene and encourages a healthy attitude towards the process.

POPULATION ECOLOGY
EBF 12 28 min.
A probing study of animal and plant population developed from simple experimental situations (Drosophila, bacteria, mice) through interrelationships of living things in nature. Discusses population explosion of man.

WHO CARES ABOUT JAMIE?
Coronet 12 16 min.
Shows ways adults can help child develop capacity to cope with problems encountered in growing up. Stresses human understanding as best preventive of mental illness.

TEACHER: (for annotations see student listing)
BIOGRAPHY OF THE UNBORN
THE DAY LIFE BEGINS
EARLY MARRIAGE

ITEM NO. TITLE DISTRIBUTOR GRADE(S) VIEWING TIME

TEACHER:
FROM GENERATION TO GENERATION
HEREDITY AND PRE-NATAL DEVELOPMENT
HUMAN GROWTH
HUMAN REPRODUCTION
PHOEBE: STORY OF A PREMARITAL PREGNANCY
PHYSICAL ASPECTS OF PUBERTY
POPULATION ECOLOGY
WHO CARES ABOUT JAMIE?

Additional teaching aid:
The Reproductive System: Life-size model plus 36 charts of female pelvis. $32.50. Tools for Teaching -- Division of Butler and Doerfler, Inc., 32 East 10th Street, New York, New York 10003.

PARENT: (for annotations see student listing)
BIOGRAPHY OF THE UNBORN
BOY TO MAN
THE DAY LIFE BEGINS
FROM GENERATION TO GENERATION
GIRL TO WOMAN
HEREDITY AND PRE-NATAL DEVELOPMENT
HUMAN GROWTH
HUMAN REPRODUCTION
IT'S WONDERFUL BEING A GIRL
MOLLY GROWS UP
PHOEBE: STORY OF A PREMARITAL PREGNANCY
PHYSICAL ASPECTS OF PUBERTY
VERY PERSONALLY YOURS
WHO CARES ABOUT JAMIE?

TEXT MATERIALS APPROVED FOR PILOT INSTRUCTION IN SEX EDUCATION AT GRADE LEVELS DESIGNATED

DIRECTIONS FOR ORDERING

All the titles listed below are available for ordering under the regular procedures of the Bureau of Supplies. Item numbers for most titles will be found in the 1967 B Supplement, Book IV, to the List of Approved Textbooks; others will be found in the Basic List, 1967.

In addition, selected items are being placed in the district office collections. Schools will be notified of these titles at a later date.

AUTHOR: TITLE	PRICE	PUBLISHER
Grades 6-8 FAMILY LIVING		
Supplementary		
Boyer-Brandt: HUMAN GROWTH AND REPRODUCTION 1967, Grades 6-9	.48	Laidlaw
Call: TOWARD ADULTHOOD 1964, Grades 6-10	.80	Lippincott
Gruenberg: THE WONDERFUL STORY OF YOU 1960, Grades 7-9	2.53	Doubleday
Books for Teachers		
Child Study Assoc.: WHAT TO TELL YOUR CHILDREN ABOUT SEX 1958, Grades 6-12	.40	Simon & Schuster
Grades 6-8 GUIDANCE		
Reference Books for Pupils' Use		
Lerrigo-Southard: WHAT'S HAPPENING TO ME? 1956, Grades 6-9	2.06	E.P. Dutton
Grades 6-8 HEALTH EDUCATION		
Hygiene		
Irwin et al: CHOOSING YOUR GOALS 1967, Grade 6, Regular edition	2.30	Lyons & Carnahan
Lerrigo-Southard: A STORY ABOUT YOU 1963, Grades 6-8	2.06	E. P. Dutton

APPROVED TEXT MATERIALS

AUTHOR: TITLE	PRICE	PUBLISHER
Grades 9-12 FAMILY LIVING		
Duvall: FAMILY LIVING 1961	3.67	Macmillan
Duvall-Hill: WHEN YOU MARRY 1967	3.44	D. C. Heath
Hoeflin: ESSENTIALS OF FAMILY LIVING 1960	4.60	John Wiley
Landis-Landis: BUILDING YOUR LIFE, 3rd ED. 1964	3.87	Prentice-Hall
Landis-Landis: PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING, 4th ED. 1966	4.65	Prentice-Hall
Rhodes-Samples: YOUR LIFE IN THE FAMILY 1964	4.20	J. B. Lippincott
Smart-Smart: LIVING IN FAMILIES 1965	4.16	Houghton Mifflin
Supplementary		
Boyer: FOR YOUTH TO KNOW 1966	.48	Laidlaw Bros.
Supplementary (Cont'd.)		
Duvall: LOVE AND THE FACTS OF LIFE 1963	3.32	Association Press
Julian-Jackson: MODERN SEX EDUCATION 1967	1.58	Holt, Rinehart & Winston
Reference Books for Pupils' Use		
Bundesen: TOWARD MANHOOD 1951	3.16	J. B. Lippincott
Duvall: WHY WAIT TILL MARRIAGE? 1965	1.98	Association Press
Glassberg: TEEN-AGE SEX COUNSELOR 1965	3.16	Barron's
Johnson: LOVE AND SEX IN PLAIN LANGUAGE 1967	2.80	J. B. Lippincott
Books for Teachers		
Duvall-Hill: BEING MARRIED 1960	4.78	D. C. Heath
Lantz-Snyder: MARRIAGE 1962	4.87	John Wiley

APPROVED TEXT MATERIALS

AUTHOR: TITLE	PRICE	PUBLISHER
Books for Teachers (Cont'd.)		
Schifferes: ESSENTIALS OF HEALTHIER LIVING, 3rd ED. 1967	6.00	John Wiley
Schifferes: TEACHER'S MANUAL TO ACCOMPANY ESSENTIALS OF HEALTHIER LIVING, 3rd ED. 1967	*2.00	John Wiley
Schneiders: PERSONALITY DEVELOPMENT AND ADJUSTMENT IN ADOLESCENCE 1967	4.91	Bruce
Grades 9-12 GUIDANCE		
Reference Books for Pupils' Use		
Southard: SEX BEFORE 20 1967	2.45	E. P. Dutton
Books for Teachers		
Anderson: HOW TO UNDERSTAND SEX 1966		Denison
Child Study Assoc: SEX EDUCATION AND THE NEW MORALITY 1967	1.30	Child Study Association
Pike: TEEN-AGERS AND SEX 1965	2.73	Prentice-Hall
Grades 9-12 HEALTH EDUCATION		
Hygiene		
Reference Books for Pupils' Use		
Podair: VENEREAL DISEASE: MAN AGAINST A PLAGUE 1966	1.00	Fearon
Schwartz: FACTS ABOUT SYPHILIS AND GONORRHEA (PM) 1965	1.00	Behavioral Research
Books for Teachers		
Schwartz: TEACHER'S MANUAL FOR FACTS ABOUT SYPHILIS AND GONORRHEA 1965	2.00	Behavioral Research

* One copy of this item will be provided free with each order of a class set of 30 copies of the pupils' editions.

SUPPLEMENTARY BOOKS APPROVED FOR PILOT INSTRUCTION IN SEX EDUCATION AT GRADE LEVELS DESIGNATED

AUTHOR: TITLE	PUBLISHER	DATE
STUDENT:		
American Medical Association. MIRACLE OF LIFE.	(Grades 7-12) A. M. A.	1966.
Bauer, W. W. MOVING INTO MANHOOD.	(Grades 9-12) Doubleday.	1963.
Brenner, Ralph and Shirley. SEX AND THE TEENAGER.	(Grades 9-12) Macfadden-Bartell.	1964.
Butcher, R. and Robinson, M. UNMARRIED MOTHER.	(Grades 9-12) Pub. Affairs.	1959.
Cain, Arthur. YOUNG PEOPLE AND SEX.	(Grades 11-12) Day.	1967.
Corner, George W., M.D. ATTAINING MANHOOD.	(Grades 11-12) Harper & Row.	1952.
Corner, George W., M.D. ATTAINING WOMANHOOD.	(Grades 11-12) Harper & Row.	1952.
Cosgrove, Margaret. EGGS.	(Grades 6-8) Dodd, Mead.	1966.
De Schweinitz, Karl. GROWING UP.	(Grades 2-6) Macmillan.	1965.
Dickerson, Roy. INTO MANHOOD.	(Grades 8-10) Assoc.	1954.
Dickerson, Roy. SO YOUTH MAY KNOW.	(Grades 8-12) Assoc.	1948.
Diehl, H. and Laton, A. FAMILIES AND CHILDREN.	(Grades 8-12) McGraw-Hill. (Webster Div.)	1955.
Duvall, Evelyn. KEEPING UP WITH TEEN-AGERS.	(Grades 11-12) Pub. Affairs.	1947.
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Gottlieb, Bernard. WHAT A GIRL SHOULD KNOW ABOUT SEX.	(Grades 7-12) Bobbs-Merrill.	1961.
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AUTHOR: TITLE	PUBLISHER	DATE
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Johnson, Eric. LOVE AND SEX IN PLAIN LANGUAGE.	(Grade 9) Lippincott.	1967.
Kirkendall, Lester. FINDING OUT ABOUT OURSELVES.	(Grades 7-10) S.R.A.	1956.
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Lerrigo, M. and Southard, H. APPROACHING ADULTHOOD.	(Grades 11-12) A.M.A.	1966.
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STUDENT:		
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Johnson, Eric. LOVE AND SEX IN PLAIN LANGUAGE.	Lippincott.	1967.
Kirkendall, Lester. HELPING CHILDREN UNDERSTAND SEX.	S.R.A.	1952.
Kirkendall, L. and Ogg, E. SEX AND OUR SOCIETY.	Pub. Affairs.	1964.
Kirkendall, L. and Osborne, Ruth UNDERSTANDING THE OTHER SEX.	Farnham. S.R.A.	1955.
Krich, Aron, editor. FACTS OF LOVE AND MARRIAGE FOR YOUNG PEOPLE.	Dell.	1962.
Lambert, Clara. UNDERSTAND YOUR CHILD - FROM 6 TO 12.	Pub. Affairs.	1948.
Landis, Paul. COMING OF AGE.	Pub. Affairs.	1956.

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Lerrigo, M. and Southard, H. APPROACHING ADULTHOOD.	A. M. A.	1966.
Lerrigo, M. and Southard, H. FACTS AREN'T ENOUGH.	A. M. A.	1962.
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Lerrigo, M. and Southard, H. STORY ABOUT YOU.	A. M. A.	1966.
Levine, M. and Seligmann, J. HELPING BOYS AND GIRLS UNDERSTAND THEIR SEX ROLES.	S.R.A.	1953.
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Lorand, Rhoda. LOVE, SEX, AND THE TEENAGER.	Macmillan.	1965.
Mace, David. WHAT MAKES A MARRIAGE HAPPY?	Pub. Affairs.	1959.
Maternity Center Association. BABY IS BORN.	Mat. Center Assoc.	1957.
Milt, Harry. YOUNG ADULTS AND THEIR PARENTS.	Pub. Affairs.	1964.
Museum of Science and Industry, Chicago and Univ. of Illinois Professional Colleges, Chicago. MIRACLE OF GROWTH.	Pyramid Bks.	1950.
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Sands, Sidney. GROWING UP TO LOVE, SEX AND MARRIAGE.	Christopher.	1960.
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Shultz, Gladys Denny. IT'S TIME YOU KNEW.	Lippincott.	1955.
Southard, Helen. SEX BEFORE TWENTY.	Dutton.	1967.
Spock, Benjamin. PROBLEMS OF PARENTS.	Houghton Mifflin.	1962.
Strain, Frances. BEING BORN.	Appleton. Revised	1936. 1954.

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PARENTS:		
Strain, Frances. LOVE AT THE THRESHOLD.	Appleton.	1952.
Strain, Frances. NEW PATTERNS IN SEX TEACHING.	Appleton.	1951.
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